# The C.A.U.T. Bulletin

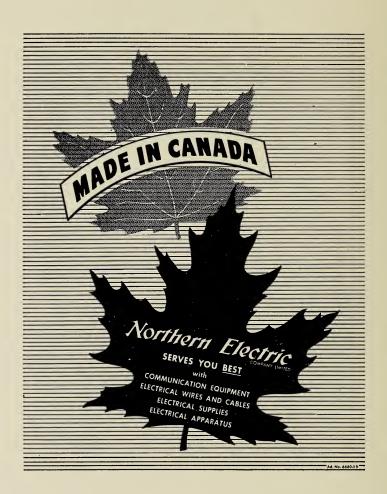
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UNIVERSITY TEACHERS



## The C. A. U. T. Bulletin

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F. S. Howes, Editor-in-Chief
J. W. Boyes
H. G. Files
J. R. Mallory

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#### CONSPICUOUS CONSUMPTION

#### An Editorial

In the past decade Canadian universities have taken considerable pains to project an image of austere poverty. and the C.A.U.T. has persistently reminded them of the genteel austerity upon which their teaching staffs have lived for so long. This image of high thinking and plain living has been persistently undermined in recent years at the annual meetings of the Learned Societies by the increasingly lavish scale of entertainment put on by the host university. Each year an attempt is made to outdo previous years in the variety of luncheons, dinners, "receptions" which are tendered to the lengthy parade of savants. extending from physicists to the directors of summer schools, who for three weeks live it up on the campus of the host university. Provincial governments and local business firms are badgered to underwrite the cost of hospitality, legal opinions are taken on the import of the local licensing laws, and an immense amount of time and energy is expended in deciding which association rates a dinner, which a luncheon, and on which of these occasions it is imperative that the head of the university himself must preside. To those of us who remember the short commons of earlier years when not even the Royal Society rated a civic dinner, all this is becoming a trifle excessive. Of course, recent meetings have coincided with important anniversaries and one would not wish to deny that it was a pleasure to help celebrate these great occasions. But unfortunate precedents have been set.

It is good to report that the C.A.U.T. has taken the initiative in controlling, for the future, this hospitable competition. A resolution passed at the November meeting of Council draws attention to the mounting cost of entertaining the learned societies, expresses the fear that "as a consequence small universities may very well be prohibited from acting as hosts at future meetings", and

welcomes discussions with the N.C.C.U.C. on a future curtailment, or at least to consider some method of pooling expenses. It is to be hoped that this desirable objective can be achieved, for the caravan of learning should not travel wholly on its stomach.

#### **UNIVERSITY GOVERNMENT\***

#### J. Percy Smith

A friend of mine who is a teacher once remarked in a gloomy moment that every Canadian over the age of six is an authority on education. One knows what he meant, of course; for I suppose no institution — not even the C.B.C. — comes in for more comment and criticism than our schools. And though the teachers may find it trying at times, we need not regret that the discussion goes on; in a democratic community education is the concern of all.

It is curious that the discussion hardly ever touches so-called higher education. In the great public debate, the high schools' part in preparing students for university is often mentioned; and some of the debaters are professors. But the university itself comes in for little comment. Are we simply to take it for granted that it is on the side of the angels in all things, and above criticism? In the days when most universities were privately financed, it might have been argued that the public need not be concerned with them. But our universities are not really private, now. In Canada we are coming around to the view — already accepted in many countries — that a university education is the right of everyone who can profit by it. Enrolment has therefore risen so rapidly as to place a great strain on these institutions, and all of them are having to rely increasingly on government aid to keep going.

In such a situation it seems at least strange that we go on pouring millions of tax dollars into universities without at least asking whether they are so organized as to make the best use of such aid. Canadian

<sup>\*</sup>Two radio talks over the C.B.C. western network by Percy Smith, (Saskatchewan).

universities are based on a pattern that was established over a hundred years ago in the United States. Surely it is time to ask whether that pattern is still appropriate — assuming that it once was.

If you took the steering and braking equipment from a 1910 Maxwell touring car and installed it in a 1960 Jaguar, one of two things would happen: either you would travel very much slower than the Jaguar is intended to travel, or you would land in the ditch. Yet we are trying to do something of this sort in higher education. We are trying to operate a complex and powerful institution — a university — by controlling mechanisms that are simply inappropriate. And let me point out at once that there is no question of personalities here. It is not the driver of our Maxwell-Jaguar who would be responsible for the failure or disaster that occurred, but simply the incongruity of the mechanism

Let me explain this incongruity, so far as universities are concerned. I take it that there are in general two kinds of organization in our society. The first are what we call communities: rural municipalities, villages, towns, cities. Essentially, they comprise the citizens of a given area who join together and organize themselves to accomplish certain ends that will be to the public good. In a democratic state it is assumed that every mature person should have some opportunity to say what he means by the public good, and how he thinks it should be achieved. We therefore govern these communities by elective processes, which give each citizen at least some opportunity to express his opinion and have his wishes realized. Nobody expects the government of a community to make a financial profit; it exists to spend money rather than make it. And the measure of its success is the well-being of the citizens as they themselves judge it.

The second kind of organization is the business corporation. Like the community, it comprises a group of citizens; but in the corporation they do not join together mainly for the public good but for private financial gain. Private profit is of course much more easily defined and measured than public well-being. The corporation therefore sensibly sets up the managerial kind of organization that we all are familiar with, and hires people to make money for it.

Now a university is a community, not a business corporation. Ideally it is a community of people who join together for a common objective — the pursuit of knowledge, or truth. The two essential

activities of universities — research and teaching — are both aspects of this pursuit. It does not take a philosopher to tell us that truth is not easy to measure, nor a banker to tell us that it is no good as collateral. Yet throughout history thoughtful people have agreed that it is the key to civilization itself, and that its pursuit is one of the noblest activities of man.

The pursuit of truth is always a hazard to somebody, of course. The discovery of new ideas is sure to offend people who are tied to old ones, especially if they happen to derive privilege or wealth from the old ones. The Italian physicist Galileo was hampered in his work and finally crushed, because his discoveries seemed to threaten the authority of the church. In nineteenth-century England, biologists were publicly abused for holding views that are now universally accepted. In Stalinist Russia the scientist had to be careful that his findings did not challenge the official views of the state. And if we think that enlightened North America looks at things more liberally, we should remember the activities of Senator McCarthy; and we should also remember for example that only a few years ago the State Legislature of Iowa tried to suppress the findings of scientists in the state university, when they showed that margarine had certain advantages over butter.

The point is, surely, that if a university is to function at its best, its members must be as free as possible from the threat of outside interference; and for this reason they must be able to determine the objectives and policies of the institution that they serve. In short, it must be organized as a community.

The university in North America is organized not as a community, however, but as a corporation. The typical Canadian university is controlled by a Board of Governors or Regents which corresponds to the corporation's Board of Directors. The members of this Board appoint a President, who is in effect the "General Manager", and below him are ranged the Deans of Colleges (plant managers, I suppose, if one follows the analogy), Heads of Departments and faculty members in their various grades.

It would be a great mistake to suppose that the Boards of Governors are intended as figureheads, and not really meant to govern. A glance at the statute that establishes any of the major universities reveals what the powers of the Board are. It appoints the university's

president — and there is nothing but their own good sense to prevent them from appointing someone who has never been near a university. The inclination to appoint a business man is a very natural one, and Canadians may be thankful that their Boards have seldom given way to it. On the president's recommendation, the Board hires the university staff, who hold office only at the Board's pleasure. It has power to decide whether the institution is in greater need of a library, a residence, or a football team, and how much money is to be spent on each. As one province's University Act says, the Board may "do and perform all other matters and things which to it may seem good, fit and useful for the well ordering and advancement of the university."

The resemblance to the business corporation is clear enough. One might go further and point out that the employee of a business concern can sometimes gain a voice in the policy and control of its operations by buying some of its stock. The university professor, however, is prohibited by law, in almost all Canada's major universities, from serving on the governing board or having representation on it except through the President — who is responsible to the Board.

In short, it seems to me that we are trying to run our university communities as if they were business corporations. And if this is our basic error, I think there are three others linked to it.

First, there is basic confusion of thought on the subject of university finance. We tend to take it for granted that a fairly clear line can be drawn between what are called academic matters and what are called financial matters. The academic matters have to do with courses of study, degrees, and so on, and are essentially the problem of the professors. The financial matters are somehow separate from these and are best left in the hands of business men. I suggest that this distinction is nonsensical. Every significant financial decision is bound to affect the nature and functioning of the university; and it therefore becomes an academic decision. If it is decided that a hundred thousand dollars would be better spent on increasing the size of the football stadium than on equipping a new laboratory or vice versa, that is inescapably an academic decision. If it is decided to appoint additional staff members or expand the work of one department rather than another, that is an academic decision. This general truth has been recognized at some universities in the United States — including some of the largest — where the problem of the annual budget is made

a faculty responsibility. In Canada, we stick closer to the corporation model: the general financial position and policy of the university is not made a subject for faculty discussion, much less for faculty decision.

The second fallacy also has to do with money. Most professors are not working primarily for financial gain — and I do *not* mean that they have no interest in money. They are not blind to distinctions between income brackets or immune to financial pressures. But their main motivation in their work is not salary, and every university has in its faculty men who could double or treble their incomes and work shorter hours if they chose to move into industry, or another profession than teaching.

Nevertheless, by following the corporation pattern we invite in fact we almost oblige — the teacher to accept the criteria of the business world. We set up those invidious distinctions of rank and salary that must be hateful to any sensitive person, because they are so irrelevant. No one can assess the achievement of a teacher or research worker, except in the most crudely inexact fashion. Is the man who lectures to a class of seventy-five freshmen worth more or less than one who lectures to six senior students? Would the same man be worth the same amount in each case? Is a man who has taught for twenty years more effective because of his experience and additional knowledge than one who has taught for five? Or is the younger man more effective because of his freshness and energy? Just to ask questions like these is to show how unanswerable they are. Every teacher who thinks about his job - and most of them do - knows that at times he is genuinely effective in the classroom, and that at other times he might have been replaced, without any great loss, by Wordsworth's Idiot Boy, who just kept saving "Burr, burr, burr" as on he rode beneath the moon. And what research worker has not had to face the sickening realization that two months or so of the most painstaking and difficult work in his laboratory have gone for next to nothing?

Recognizing the impossibility of evaluating such things, we establish publications as criteria, and so force the professor into the race to get into print. There follows the well-known flood of scholarly articles and reports, many of them known by their authors to be of little value, or redundant, or incomplete, or perhaps based on work

done by a graduate student who should have had the credit, except that the professor's status was involved.

Finally, there is the fallacy that has to do with the location of authority in the university. As we have seen, it rests in the Board of Governors or Regents. University teachers having been legislated out of the picture, the control of university affairs in Canada is placed with strange uniformity in the hands of business men, farmers, and lawyers, sometimes — though not always — with the addition of one or two senior civil servants. One may well wonder why these particular groups should preponderate. But what seems to me much more serious is the impossible situation in which such a Board is placed, to say nothing of the President whom they appoint. For even though the lawyer or business man may have had some experience of universities as a student, he is unlikely to have thought much about their functions or policies either then or since, until he became a governor of one. It is possible to have Board members who do not understand that a university without a library is like an aircraft without a fuel tank; or who do not see how utterly wasteful it is to use a first-rate biologist to instruct farmers in the improvement of compost heaps, however important these may be. These are things that happen, as any experienced faculty member of a Canadian university knows. It is quite natural that the business man should want to run the university along "business" lines; but to do so is certain to be injurious, and it can be disastrous.

The fact that Canadian universities have been relatively free from disputes over questions of academic freedom, patronage, and the like is clear evidence of admirable qualities in their governing boards. Yet is was after all the financial state of Canadian universities that forced professors a few years ago to form a national association which would concern itself not only with their problems as teachers, but with the problems of universities as communities. The immediate cause of the formation of the association was the salary problem, it is true. But I suggest that the underlying cause lay in the governmental structure of the universities; in the fact that professors — whom our federal and provincial governments love to consult on the building of railways and dams, the formulation of national economic policies, the electoral system, the state of the arts, and in fact innumerable matters of national importance — that these people are apparently not considered competent to govern the institutions to which their daily lives are devoted.

We try to impose the corporation pattern on what is by nature a community. And university governments are deprived of the guidance of the very people whose advice national governments have learned to value.

If our analysis up to this point is sound, we should be able to consider some desirable and practicable changes in the structures of our university governments. One cannot of course avoid generalization, since the specific structures and practices of individual institutions are bound to vary; but the principles are clear enough.

And the essential principle is easily stated. Since a university is by nature a community, surely it should be organized as a community. In a democratic society, this of course means that it should be organized democratically, and it should be free. It should work out its own policies and procedures and elect the officers who are to carry them out. In short, it should be self-governing. Surely to continue to assume, as in effect we do, that a varied group of the most highly-educated people in our society cannot govern by democratic processes the institution that they know best and care about most is to be simply hypocritical about either education or democracy — or both.

I am not implying that a self-governing university would not make mistakes. But at this point it would be well to dispose of a fatuous cliche that bedevils our thinking about higher education. This is the egg-head cliche. It is the cliche that is present in the public mind when it automatically identifies the professor as either the amiable but untrustworthy theorist, dreaming his life away in an ivory tower that is only one step away from a padded cell; or else as the sinister, bespectacled atheist, stirring some diabolical soup in his radioactive kitchen and secretly plotting the destruction of society by an operation in higher mathematics. The very fact that these two images can exist side by side without cancelling each other out demonstrates how little reflection is devoted to either.

We may as well face the prosaic truth. Professors are people, and except that they place more emphasis on the life of the mind and the pursuit of knowledge than most of their fellows, they are moved by the same impulses and caught by the same frustrations as other human beings. Of course they sometimes do stupid things and sometimes do wicked ones; and of course some are frauds and some are power-seekers. There is no question that in a democratically-

organized university incompetent or irresponsible individuals might occasionally reach positions of power. But is this not possible under our present system? And is it not in any event one of the problems inherent in institutions anywhere? Even the history of our great country is not entirely free of the names of humbugs and charlatans, not to say incompetents and megalomaniacs. But we do not therefore deny the worth of democracy. On the contrary, we rely precisely on the democratic processes to bring about the exposure of these evils and enable society to protect itself against them. I strongly believe that in a self-governing university the great majority of professors would make a highly conscientious effort to bring into authority the ablest men among them; and I suggest that they are the people best equipped to make the judgment involved.

The extension of freedom through democratic procedures inevitably means the extension of power. But surely power and responsibility are inseparably linked in a community. You cannot hold a man or a group responsible for a job unless you give them the power to do it. And I am convinced that nothing would do more to invigorate intelligent discussion of the needs and policies of Canadian universities than to make the members of their faculties responsible for meeting the needs and shaping the policies. The British writer, Bruce Truscott, a few years ago made a study of the modern universities of Great Britain, in the course of which he makes an interesting observation. He refers to his own lengthy experience as a university student and teacher in England and in some universities elsewhere, and then goes on to speak of a period in which he "visited almost all the universities of one of the Dominions and made an intimate study of university life in the United States." He goes on to comment,

In such circumstances one talks freely with numerous professors and lecturers of every type. Some, perhaps the majority, show hardly the slightest interest in the general policy of their university; others ride their own hobby-horses at the expense of the community; others become tremendously excited and enthusiastic over some burning question and then lapse into lethargy till some other controversy arises. Nowhere can one find anything approaching the sense of responsibility and the personal interest in university policy which marks the modern universities of Great Britain.

Attempting to account for the strength of the British institutions in this matter, he concludes, "Chiefly it seems to be due to the widely spread representation (of the faculties) on our administrative bodies and to the thorough discussion to which even the smallest piece of business may be subjected."

As this quotation suggests, the proposal that universities should be democratic and self-governing is not in the least new. In many countries it is simply assumed that they should be so; and many of the world's great universities have been autonomous through long periods of history. One thinks of Oxford, Cambridge, Paris.

It it is true that responsibility without power is futile, it is equally true that power has to be subjected to the restraints of responsibility. The fact that everyone can now quote Lord Acton does not make his comment any less valid: Power corrupts. It is for this very reason that we need the check of democratic processes in any community. The insidious temptations that a long period in authority carries with it must be almost impossible for the individual to withstand: the temptation to become autocratic and high-handed, egotistical and impatient of advice; or conversely, the temptation to stagnate. To place a man in authority without making him primarily responsible to those over whom he has power, and without limiting his term of office. seems to me profoundly unfair to the man. In a university, therefore, as in other communities, not only should the positions of authority be elective, but the periods of office should be limited. A man should have time enough to give whatever he can that is fresh or significant, but not time enough to become either a confirmed autocrat or a do-nothing.

The suggestion that the President and other officers of a university should be chosen by their fellow faculty members means of course a reversal of the direction of the lines of power and responsibility from what they now are. In an elective system, the essential power would rest in the general membership of the community, instead of in a small group outside the community; and the direction of responsibility would be towards the community in general rather than towards the group outside.

What then of this "group outside"? That is, the Board of Regents or Governors. If a university is to be self-governing, what should the composition and function of its governing body be? One's belief in the necessity of freedom prompts the suggestion that in a genuinely self-governing university this would be an executive body of the faculty, elected by them. However, since we are nationally dedicated

to the inevitability of gradualness and the sacredness of compromise, such a proposal is bound to look extreme. Yet if a university is to benefit by the knowledge, insights, and judgment of people who are in daily contact with its problems and practices, then surely provision must be made at least for strong faculty representation on its governing board; it is difficult to see any justification for a structure in which anything less than one half of the governing board consists of faculty members. A change of this kind would mean that the responsibility for university policies and practices, budgeting and staffing, would be in the hands of the people who best know the complexities of the problems involved.

In suggesting that a university should be a free and self-governing community, I am not forgetting that it is after all only an institution within the much larger general community which it is intended to serve. And although freedom and self-government are necessary to the full achievement of its function, yet the problem of the relationship between the university and the larger community is a critical one. It is natural enough that the taxpayer who foots a steadily-growing portion of the bill should want to feel that he has some control over the way his money is spent.

I have already argued that that money is likely to be used most efficiently by people who understand the functions and needs of the institutions it is to be spent on. But there are some other aspects of the larger problem to consider. Obviously a university has a duty to the community in general, and it can do that duty only if it understands it. It is surely necessary therefore that some machinery be provided whereby the needs of the community in higher education will be given periodic and thorough study such as they do not now receive. I do not see that there need be any great difficulty in setting up such machinery; and in fact it already exists in essence at many universities. It comprises a body that goes by various names — some universities call it their senate — but at all events includes representatives of the university and of society at large. At present this body is apt to be regarded lightly, and sometimes even scornfully, because its functions are unclear and its power negligible. Yet surely in determining the relationships between a university and the public it serves, its role could be of the greatest significance.

Aside from such machinery, of course, our taxpayer could take comfort from the fact that many universities — self-governing or

not — must present budgets to provincial legislatures; a fact which gives the larger community the whip hand.

This latter point brings one to a consideration of the other side of the relationship. If it is the university's responsibility to assess the needs of society in higher education and try to meet them, what are the responsibilities of society to the university? My argument has been that for their greatest effectiveness universities must be free; I am going to mention some ways in which governments can restrict that freedom.

The ways are not all obvious. Consider for example the problem of admission standards. Some Canadian universities are in effect obliged by provincial legislation to accept as students all who achieve a certain standing in high school; and the effect is just what one might expect. Since the university has not been able to screen its prospective students at the outset, the first year becomes to a shocking degree a long and wasteful entrance examination, the scholastically unfit students being sorted out by a painful and expensive process that should not have been necessary at all. The universities could strengthen the hand of many a high school teacher who is impatient with low standards simply by raising their entrance requirements to the point where they ought to be.

A second way in which governments can quite unintentionally influence the direction that university affairs take is through the establishment of special institutes for the pursuit of particular branches of research in which governments happen to be interested. Such institutes are apt to be thought of automatically as welcome extensions of a university's program; and they can be so. But they can also sadly disrupt or distort the teaching and research programs of particular departments of a university. The fact that large sums of money are involved in such ventures inevitably makes a careful assessment of their value to the university extremely difficult.

Finally, of course, as in any other public institution, there is always the possibility of direct interference by governments through patronage, or interference in appointments, or threats of improper legislative action. But these possibilities are always present in society; one can only say that a free and self-governing university would not be weaker in the face of such risks, and would very probably be stronger.

It is simply a fact that there are far fewer disputes over matters of academic freedom, governmental interference and the like in Europe, where the universities are largely self-governing, than in North America, where they are not. The existence of Boards of Regents did not hinder the iniquities of McCarthy investigations in American universities. On the other hand, the universities of Europe have repeatedly in this century provided the core of resistance to dictatorship. And only five years ago the faculty and students of the ancient University of Gottingen, in West Germany, were able to compel the resignation of a newly-appointed minister of education from the state cabinet, because he was a man with pronounced Nazi sympathies and a sinister political record. The university was able to do this, of course, only because it could enlist very strong popular support. But it could not even have approached the problem had it not been essentially free and democratic.

Freedom and democracy will always need their bulwarks and bastions, in Canada as anywhere else; and universities ought to be among them. Is it not reasonable to suppose that they are most likely to serve effectively if they themselves are constituted as free and democratic?

#### ACADEMIC FREEDOM AND TENURE

The report of the Ad Hoc Committee on Academic Freedom and Tenure was considered at the Council Meeting in November. Professor Torrens of Western, a member of the Ad Hoc Committee, pointed out that there are four separate parts to the report: (1) a statement of principles (Document A), (2) a procedure for CAUT to follow in investigating alleged violations (Document B), (3) a procedure to be approved by CAUT and recommended to individual institutions in cases of dispute (Document C), and (4) a statement of acceptable procedures to be followed in cases of dismissal (Document D).

In the discussion several changes were agreed upon in Documents (A) and (B) which are reproduced here is revised form. These documents together with documents (C) and (D) will be further considered at the June meetings.

#### DOCUMENT A

(As Revised by Executive Council at meeting held 14/15 November 1959)

#### PRINCIPLES OF ACADEMIC FREEDOM AND TENURE

The purpose of this statement is to promote public understanding and support of academic freedom and tenure. Institutions of higher education are conducted for the common good and the common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in teaching and in research is fundamental to the advancement and dissemination of truth. Academic freedom carries with it responsibilities as well as rights.

Tenure is a means to certain ends: (1) freedom as a teacher, as an investigator, and as a private citizen, and (2) sufficient economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Teachers should have permanent (continuous) tenure after the expiration of a specified probationary period. Their services should be terminated only for adequate cause, except in the case of retirement for age.

#### DOCUMENT B

(As Revised by Executive Council at meeting held 14/15 November 1959)

#### CAUT INVESTIGATIONAL PROCEDURES

Procedures to be followed by the CAUT in investigating alleged violations of academic freedom and tenure.

- 1. There shall be a Standing Committee of the CAUT empowered to investigate complaints of violations of academic freedom and tenure. Complaints are to be filed with the Executive Secretary who will refer them to the Chairman of this Standing Committee. Complaints must be in writing and may be made either by the person(s) concerned, or by the local branch of the CAUT to which the person(s) belong(s).
- 2. The Committee Chairman, assisted by the Executive Secretary of the CAUT, shall then informally investigate the events complained of and try by all reasonable means to bring about a settlement.

- 3. If the Chairman is unable to effect a settlement, he shall consult the members of the Standing Committee who shall aid him in the selection of an Ad Hoc Investigating Committee to consist of a chairman and at least two other members. If possible, one member of the committee should be a lawyer.
- 4. The Ad Hoc Committee shall investigate the complaint and determine whether the principles of academic freedom and tenure as adopted by the CAUT have been violated and whether unsatisfactory conditions of academic freedom and tenure prevail in the institution where the complaint originates.
- 5. The Chairman of the Standing Committee shall assist the Ad Hoc Committee by outlining the procedures it shall follow and by transmitting to each member a summary of available information about the situation to be investigated, including a statement of the probable issues involved. The Executive Secretary shall arrange for necessary clerical services.
- 6. Unless a violation of academic freedom or tenure is admitted or is clearly established by written evidence (such cases shall be referred by the Committee to the CAUT Council for action), the Ad Hoc Committee shall, at Association expense, visit the institution involved to secure information and to interview those persons who may possess relevant information or views.
- 7. Before visiting the institution, the Ad Hoc Committee may seek to secure by correspondence such facts and viewpoints as it may desire, to supplement those which have been transmitted by the Chairman of the Standing Committee. In such correspondence and on its visit to the institution, the Committee shall make clear that as an investigating body it acts not in partisanship, but as a professional body charged with ascertaining the facts as objectively as possible.
- 8. Where a local branch of the CAUT exists in the institution under investigation, the Executive Secretary shall inform the branch officers of the impending visit of the Committee, and either he or the Committee may seek the assistance of these officers in making local arrangements. The branch and its officers shall, however, neither assume nor be charged with any responsibility for the conduct of the investigation.

- 9. The Committee may conduct exploratory conferences with persons who may be able to suggest sources of information about the matter to be investigated, and it shall endeavour to consult with the administrative head of the institution and with the complainant or complainants, so as to receive such suggestions from them.
- 10. The Committee shall proceed by means of personal conferences with individuals having pertinent information or viewpoints, whether members of the faculty, members of the governing board, or administrative officers of the institution. Under ordinary circumstances, such persons should be interviewed separately. The Committee shall, in so far as possible, give each party to the dispute against whom material adverse information has been received, a statement as to its origin and the opportunity to rebut it. The Committee shall not base findings upon information given to it on condition that the source not be disclosed, without expressly stating that it is doing so. The Committee shall receive information of this kind only where the information is essential and not otherwise obtainable. As far as possible, the Committee's record of the oral testimony of individuals shall be verified by those individuals. Correspondence following the Committee's visit may be used for this purpose and to secure supplementary information.
- 11. The members of the Ad Hoc Committee shall not express opinions upon the matters under investigation, either privately or publicly. Their function is to render a report to the Standing Committee, and inquirers should be so informed. Should questions of adjustment of the situation under investigation arise, the Ad Hoc Committee shall report promptly to the Chairman of the Standing Committee and seek his guidance.
- 12. The Ad Hoc Committee should make its own arrangements for the preparation of its report. The report should be as brief as possible, but shall include a sufficiently full statement of the evidence to enable the reader to understand the situation and judge the adequacy of the information in support of the Committee's conclusions. The report shall state (a) definite conclusions on the issues submitted to the Ad Hoc Committee by the Chairman of the Standing Committee on Academic Freedom and Tenure, or upon an alternative formulation by the Ad Hoc Committee of the issues involved; and where applicable (b) whether the dismissed faculty member was accorded a proper hearing and, if not, whether the short-comings in the procedure

invalidated the dismissal; (c) whether the record of the dismissal hearing contains substantial evidence in support of the factual conclusions which led to the dismissal (not whether the Committee would itself have reached these conclusions); and (d) whether the grounds for the dismissal accord with the CAUT Statement of Principles of Academic Freedom and Tenure. In short, the Committee shall determine whether the decision to dismiss was fairly reached and is rationally supported in the light of the Association's principles both procedural and substantive. The report shall be transmitted in confidence to the Chairman of the Standing Committee.

13. As soon as possible after receiving the report of the Ad Hoc Committee, the Chairman of the Standing Committee shall review it, and, if he has suggestions to make, he may enter into correspondence with the Ad Hoc Committee. When the report has been reduced to a form as commonly satisfactory as feasible, the Chairman of the Standing Committee shall transmit a copy of it to each of the persons principally concerned in the original complaint, (including the chief administrative officers of the institution concerned), with the request that they supply corrections for any errors of fact, and, if they wish, comment upon the conclusions reached. If facts incorporated in the report are challenged, the Chairman of the Standing Committee shall afford the Ad Hoc Committee opportunity to revise its report, or to reaffirm its statements. The report as so revised, or the original report, accompanied by copies of the comments received, shall then be transmitted to the members of the Standing Committee on Academic Freedom and Tenure. Members of this committee shall be asked for comments on the report, and for recommendations of action to be taken. The Chairman of the Standing Committee shall then transmit to the Executive Secretary for submission to the Executive Council of the CAUT, a copy of the report of the Ad Hoc Committee, together with a summary of the comments thereon and the recommendations of the Standing Committee.

14. If the Executive Council decides to publish the report it shall be published in the CAUT Bulletin and the members of the Ad Hoc Committee shall be listed as authors. Before publication, the report, in its final form, shall be transmitted confidentially to the principal interested persons.

- 15. Where an adverse report has been published, and when the Executive Council is later convinced that the unsatisfactory situation has been rectified, a statement to this effect shall be published in the CAUT Bulletin.
- 16. When an Ad Hoc Committee is discharged, all documents relative to the case it has investigated shall be filed under confidential cover with the Executive Secretary of the CAUT.

#### CAUT CONSTITUTION

At the November Council Meeting a report from the Committee on the Constitution was presented by its Chairman, Professor Carrothers. This report was discussed in detail and several changes in the recommendations contained in the report were agreed upon. A draft constitution was then presented to the meeting. Council agreed that the Draft Constitution, as amended, should be circulated to local associations for their consideration and that it should be considered at the Council Meeting in June 1960.

## DRAFT CONSTITUTION OF THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS.

- 1. Name: The name of the Association is the Canadian Association of University Teachers.
- 2. OBJECTS: The objects of the Association are to promote the interests of teachers and researchers in Canadian universities and colleges and to advance the standards of the profession.
- 3. Structure: The Association is composed of the Council, the Executive and Finance Committee, and the general membership.
- 4. Council: The Council is composed of:
  - (a) the President, or his alternate, of each of the following Staff Associations:

Faculty Association of Victoria College Faculty Association of the University of British Columbia Association of the Teaching Staff of the University of Alberta University of Saskatchewan Faculty Association Brandon College Faculty Association Faculty Association of St. John's College United College Faculty Association

Association of the Academic Staff of the University of Manitoba

Faculty Association of the University of Western Ontario

Faculty Association of the University of Waterloo

Waterloo College Faculty Association

McMaster University Faculty Association

Faculty Association of the Ontario Agricultural College

Ontario Veterinary College Faculty Association

Association of the Teaching Staff, University of Toronto

Queen's University Faculty Association

Carleton University Academic Staff Association

The Association of the Professors of the University of Ottawa Association Générale des Professeurs de l'Université de Montréal

McGill Association of University Teachers

Sir George Williams Association of University Teachers

Bishop's Association of University Teachers

L'Association des Professeurs de carrière de l'Université Laval Association of the University of New Brunswick Teachers

Mount Allison Faculty Association

Faculty Association of Acadia University

St.Francis Xavier Association of University Teachers

Dalhousie Faculty Association

Memorial University of Newfoundland Teachers Association

- (b) the President, or his alternate, of any other staff association admitted to representation on the Council under Article 14(a).
  - (i) Past President
  - (ii) President
  - (iii) 3 vice-presidents
  - (iv) Secretary
  - (v) Treasurer
- 5. Notwithstanding any other provisions of this constitution, no one who is not a general member of the Association is eligible for membership on the Council.
- 6. The Council is charged with conducting the affairs of the Association.

#### 7. The Council shall meet:

- (a) once before and once after 1st of July of each year at such times and places as shall be determined by the Executive and and Finance Committee.
- (b) at such other times and places as the Executive and Finance Committee may in its discretion determine.
- 8. The first meeting of the Council required in Article 7(a) is the Annual Meeting of the Council.
- 9. The Executive and Finance Committee shall give the Presidents of Staff Associations who are entitled to be members of the Council under Article 4 at least one month's notice of all meetings of the Council.
- 10. A majority of the Presidents of staff associations who are entitled to be members of the Council under Article 4 may convene a meeting of the Council by giving at least one month's notice in writing to the members of the Council.
- 11. Each member of the Council has one vote.
- 12. Unless otherwise stated herein, all matters shall be decided by majority vote of those members of the Council who are present at a meeting of the Council.
- 13. A quorum of the Council is a majority of the members of the Council.
- 14. The Council may:
  - (a) admit to membership in the Council such staff associations at Canadian universities and colleges as the Council may determine by a two-thirds majority of members of the Council present at a meeting of the Council.
  - (b) elect to Honorary Membership in the Association such persons as the Council may in its discretion determine.
  - (c) appoint standing and *ad hoc* committees as it may in its discretion determine.
  - (d) levy on the members of the Association such dues and other assessments as the Council may determine by a two-thirds majority of all the members of the Council.
  - (e) do such other things as the Council considers necessary or expedient to advance the objects of the Association.
- 15. Committees shall report to the Executive and Finance Committee at least once a year and at such other times as may be requested by the Executive and Finance Committee.

- 16. All questions affecting the interpretation of the provisions of this Constitution shall be decided by the Council and such decisions shall be final and binding.
- 17. This Constitution may be amended by a two-thirds majority of all the members of the Council, provided that at least four months' notice of amendment is given to the President of staff associations who are entitled to be members of the Council under Article 4.
- 18. The Council shall report through the President to the annual meeting of the general membership on its activities, and shall distribute to the members of the Association minutes of its meetings, reports of its committees, and minutes of the annual meeting of the general membership.
- 19. The Council may refer to the annual meeting of the general membership for its consideration such matters as the Council may in its discretion determine.

#### The Executive and Finance Committee

- 20. The Executive and Finance Committee consists of the officers of the Council as set out in Article 4(c).
- 21. The members of the Executive and Finance Committee shall be elected annually by the Council at the annual meeting of the Council.
- 22. Any general member of the Association is eligible for election to the Executive and Finance Committee.
- 23. Except for the office of Executive Secretary, no one shall hold any one office on the Executive and Finance Committee for more than two consecutive years.
- 24. No more than two persons from any one member staff association shall be on the Executive and Finance Committee at any one time.
- 25. The Executive and Finance Committee shall meet at least twice a year immediately prior to the meetings of the Council, and may meet at such other times and places as the President may determine.
- 26. The President of the Council is chairman of the Executive and Finance Committee.
- 27. The President shall give the members of the Executive and Finance Committee at least one month's notice of all meetings.

- 28. The Executive and Finance Committee is charged with conducting the affairs of the Association between meetings of the Council, and is responsible to the Council.
- 29. The Executive and Finance Committee may by mail or otherwise confer with and ballot the members of the Council, and between meetings of the Council the President may act on such ballot in the interests of the Association.
- 30. The Executive and Finance Committee shall report to all meetings of the Council and shall forward all reports of committees to the Council.

#### General Membership

- 31. A person engaged at a university or college at which there is a staff association which is entitled to representation on the Council under Article 4, may be eligible for general membership in the Association on such terms as may be determined by the staff association to be consistent with the objects of the Association as set out in Article 2.
- 32. A general member may attend meetings of the Council as an observer, but may not take part in the deliberations or vote.
- 33. A general member may make representations to the Executive and Finance Committee at any time respecting matters relating to the objects of the Association.
- 34. There shall be an annual meeting of the general members of the Association to be held at a time and place to be determined by the Council.
- 35. The Annual Meeting may consider any matters relating to the objects of the Association.
- 36. No resolution or other action of the Annual Meeting is binding on the Council.

#### Executive Secretary

- 37. The Executive Secretary is the servant of the Council and except as provided by resolution of the Council is under the direction of the Executive and Finance Committee.
- 38. The Executive Secretary is *ex officio* a general member of the Association.

#### Head Office

39. The Head Office of the Association shall be in Ottawa.

#### Fiscal Year

40. The fiscal year of the Association ends on 30 April.

#### Account and Audits

- 41. The Treasurer shall submit to the Annual Meeting of the Council a balance sheet as at the end of the immediately preceding fiscal year and a statement of revenue and expenditures for such fiscal year.
- 42. The books of account shall be audited annually, and the reports of the auditors shall be submitted to the Annual Meeting of the Council.

#### A REPLY TO DR. HART

#### Alexander M. Ross\*

It is indeed alarming to read from John Hart's "A Technologist Looks at Humanism" that "the moral responsibility for the sensible application of scientific achievements belongs not to the scientists but to students of the widest aspects of man's endeavour; to scholars whose proper study is humanity". Dismayed by the outcome of his own research the scientist asks the humanist to take over the reins of his runaway genius. The scientist, it seems, has become so deeply involved in his own mystery that he has lost the power to manipulate his product on mankind's market.

Is the humanist to become a glib spokesman for his academic partner, a pedlar of wares about whose substance he knows next to nothing? That he must assume this responsibility is surely enough to render him fearful of the consequence. That the scientist is willing to hand over this responsibility to the humanist as a moral obligation is surely a remarkable indictment of the workings of a

<sup>\*</sup>A. M. Ross is Professor of English at OAC.

scientific mind. And the whole melancholy proposal reflects the quandary that higher education faces when it trains one segment of its scholars in such a way that they are nearly ignorant of the modes of thought by which the others earn their bread.

This "cultural divide", as C. P. Snow describes it, has a history of over a century in the western world. T. H. Huxley and Matthew Arnold in their day were well aware of the dangers which beset the old way of life when specialization first became a necessity. Both these men could see life whole; both possessed a common culture; both were finely trained in special areas, one in science, the other in the humanities; and both were finely articulate. Each could talk to ordinary men about his own specialty, and each could relate his learning to life at large.

It was Huxley the scientist who assumed "the moral obligations" for explaining and defending the growth of science in his day. Science today needs Huxleys — not humanists — Huxleys who can endure the fierce light of the public arena. The scientist cannot pass this unpleasant duty off as none of his business, although he has every right to expect help and encouragement from the humanist.

It was Huxley the scientist who pointed out that "an exclusively scientific training will bring about a mental twist as surely as an exclusively literary training". To Huxley "the value of the cargo", could not "compensate for a ship's being out of trim". Dr. John Hart's article suggests we are now rather badly out of trim.

We are perpetuating the cultural divide. We are still haunted by the historical arguments that would divide man's rational being from what, for lack of a better term, we call his spiritual being. We are still unwilling to recognize that what happens to man in the physical world must surely touch him in the realm of things spiritual. How humanely man thinks of his fellows will determine whether or not he will drop an atomic bomb upon a foreign city. How cleverly man works at the problems of disease will determine in large measure how much happiness may accrue to man at large. Humanists and scientists represent two sides of the same coin, and the coin is life itself. At the very heart of life itself lie the personal relationships which must concern and challenge both the humanist and the scientist alike.

For either the humanist or the scientist to look with Levitical intolerance upon the other is surely suicidal. In his paper Dr. Hart

calls the humanist "arrogant", while at the same time suggesting that the scientist has "no moral responsibility for the sensible application of scientific achievement". Is the scientist to be excused this folly because, as he puts it, he has "to develop a fiendish devotion to a single idea"? In the end must the scientist fall back upon the scientifically incompetent humanist to see to it that the results of his "fiendish devotion" may not fall into the hands of evil men? If evil men do misuse the scientist's discoveries, however, the scientist, according to Dr. Hart, need not feel responsible because the scientist has no claim "to say what mankind shall or shall not do". The scientist then becomes a mere tool in the hands of whoever wishes to use him. His specialized course of study has made it impossible for him to understand "the widest aspect of man's endeavour". This pronouncement is a very disturbing one. How far, in fact, a scientist's responsibility extends is a nice question — one of world wide interest. I cannot grant, however, that the scientist is absolved from responsibility for the "use men make of the by-products" of his research. A man morally is no more free of responsibility as a person than he is as a scientist. It is, I grant you, very difficult for the scientist to exercise control over the discoveries he passes on to the politicians and the military men, but he can in a democratic state speak out against the folly of misusing his discoveries — even as he has been warning mankind of the dangers of radiation from atomic fall-out.

The necessity for specialization in our highly complex society is used more and more as an excuse for not informing one-half of the world about what the other half is doing. If it is no longer possible for the scientist to receive an education broadly based in the humanist tradition, it is likewise no longer possible for the humanist to take all knowledge for his province. But that is no excuse for either of them to shrug off moral indebtedness to his fellow man, no excuse to absolve either of them from trying to understand what the other is doing. Scientist and humanist must each know in broad outline what the other is doing. We cannot be excused on the grounds of an exacting specialization unless we can be excused from having an interest in humanity - unless, that is, we can succeed in dehumanizing ourselves. A "humanized" scientist is possible and is necessary — just as it is necessary to have an Arts man so trained that he can recognize in broad outline the relationship of his special studies to mankind at large.

It is gratifying to know that Dr. Hart is an admirer of the "grand concept of humanism". But I am not certain what the term means to him. If it is the Greek concept, then he ought to remember Werner Jaeger's statement to the effect that the Greeks "looked at the world with the steady gaze that did not see any part of it as separate and cut off from the rest but always as an element in a living whole, from which it derived its position and its meaning". That kind of humanism does not free the scientist to live his life in a backroom of test tubes, secluded from his fellow mortals. The Greek concept of humanism helps explain Bertrand Russell's participation in the British protest march against nuclear weapons; it is fatuous to say he will not be heard. He has been heard — around the world — and we admire him for his wisdom and courage.

Lord Russell's action is an indication of the kind of intelligent leadership we need today. The C.A.U.T. should applaud this example of a philosopher's interest in mankind's predicament. Like Lord Russell, our universities must face the future with a "clear, calm, accurate vision", and, if need be, make internal changes to meet the exigencies of these our days. I admit, of course, that universities should be hesitant to change well-tried, traditional courses of study, but in a society like ours, which is moving so quickly on the winds of technological change, it might be well if our universities attempted more than they do to prepare their students for the tremendous demands which these winds of change put upon the human mind.

Unless they intend to bring mankind to confusion, scientists and humanists cannot afford to ignore one another. Graduates in Arts and graduates in Science must both take time to understand in broad terms what the other is doing. No one — scientist or non-scientist — has a monopoly of culture. "No man is an Island, entire of itself." Whether they like it or not, humanist and scientist are both a part of humanity.

It is not enough, however, to look at men like Linus Pauling in the United States, and Bertrand Russell in Britain and applaud (from the sidelines) the way in which they have accepted moral responsibility in alerting mankind to the awful dangers attendant upon the misuse of man's increasing knowledge of nuclear physics. In our Canadian universities we must do far more than we are doing to provide the Science student with an adequate humanities programme—far more also to ensure that the Arts student has a lively comprehension of the role of science in our lives today.

#### TOO OLD TO TEACH?

#### R. D. Mitchener\*

Recently, while visiting various organizations in Washington concerned with higher education, I spent some time at the headquarters of the American Association of University Professors. Around the corner on the same floor was a small suite of offices housing the staff and files of the Retired Professors Registry (1785 Massachusetts Avenue, N.W., Washington 6, D.C.). While it will not single-handedly solve the problem of the shortage of university staff, the Registry will certainly be of value in helping to meet it. The service will also be a boon to staff members who reach retirement age at their own institution and yet still remain active and alert for several further years of productive teaching.

Begun just over a year ago as a joint project of the AAUP and the Association of American Colleges, with financial assistance from the Ford Foundation, the Registry has to date placed over 300 persons. At least one Canadian institution has made use of the service, which acts as a channel of communication between institutions, and retired administrative and teaching personnel. Either may submit applications. The Registry staff attempts to match applications with vacancies and sends resumes of qualified persons to the institutions concerned. No fee is charged for the service and negotiations regarding employment are carried out without further action by the Registry. It is of interest to note that a somewhat similar registry was maintained in Canada some years ago by the National Conference of Canadian Universities.

While mandatory retirement ages in both Canada and the United States seem to be moving higher, many institutions, especially public ones, still require separation at 65. Others have limits up to 70 or 72. Often persons over 70 may still perform full-time duties in a quite satisfactory manner if given the opportunity. Certainly their accumulation of knowledge should not be wasted.

To build up a pool of such persons wishing to continue university work, over 400 institutions were contacted by Registry officials to get

<sup>\*</sup>Mr. Mitchener is Chief, Higher Education Section, Education Division, Dominion Bureau of Statistics, Ottawa.

the names of persons who had retired in the past year, and of persons about to be retired. These people were then invited to submit applications which would be processed along with those sent by others already aware of the service.

Placements are of many sorts. A departmental head at Yale University is now at a junior college; a chemistry professor at a large institution now heads the department at a smaller one. While the larger number and variety of United States institutions leads to more opportunities of this type, the problems of staffing of Canadian institutions, both existing and unborn, argue for a consideration of the role of older teachers in the same manner. Canadian applications, from both institutional representatives and staff, are welcomed.

As well as serving regularly retired persons, one would like to think that a professor, forced to retire early due to a health condition which necessitated a different climate for correction, could find through the Registry a position in a more salubrious location. He might well try, bearing in mind that while most institutions understandably require a full teaching load, some do not.

## HIGHLIGHTS OF THE NOVEMBER COUNCIL MEETING

Attendance

At the meeting of Council held in Ottawa, November 14th and 15th 1959, twenty local units were represented. Also in attendance were all of the National Officers, the Executive Secretary, and a number of members of Standing Committees.

Committee on the Publication of Documents in the United College Case

The President reported that the Executive had asked Professor Larry Read (Carleton) and Professor H.R.S. Ryan (Queen's) to act as a committee to prepare the selection of documents illustrating events in the United College case since the publication of the Fowke-Laskin Report.

Professor Ryan explained the criteria which the Committee had decided to follow in making the selection. He explained that, following the directions given, his committee would report its selection to the Executive and Finance Committee before publication.

#### Instruction re Committee on Study of Teaching Loads

The President reported that the matter of a possible study of teaching loads in Canadian universities had been discussed by the Executive Committee, and that it recommended to Council that action on this matter be deferred. Professor Carrothers reported that a special committee at U.B.C. on Academic Standards had been set up and that this committee would be including in its work a survey of teaching loads at U.B.C. and at other universities. He felt that this Committee would be willing to report its findings to Council. It was agreed that the Executive and Finance Committee should consider whether the U.B.C. Association might be asked to request this Committee on Academic Standards to make available to the Association as a whole that part of its report which deals with the teaching loads in Canadian universities.

#### Cost of Learned Societies Meetings

A resolution from the Executive and Finance Committee was laid before Council:—

"In view of the fact that the cost involved in entertaining the annual meetings of the various Learned Societies is increasing rapidly, and that as a consequence small universities may very well be prohibited from acting as hosts at future meetings, the Canadian Association of University Teachers would favour a curtailment of, for example, the lunches and dinners customarily tendered to visiting delegates, and would welcome a discussion with the National Conference of Canadian Universities and Colleges on means to effect such a curtailment in the future, and/or to standardize and pool the expenses of playing host to the meetings in such a way as to spread the financial burden among all participants."

It was moved and seconded (McCready, Torrens) and carried that the resolution be passed and that the Executive Secretary be instructed to send a copy of it to NCCUC.

#### Income Tax

The President reported that a resolution had been received from the Victoria Association, calling for action to implement the recommendation of the CAUT Committee on Income Tax to the Council meeting of June 1958. The President reported that Professor Byrd, Chairman of the Income Tax Committee, had agreed to draft a brief asking for relief, by way of income tax deductions, for certain occupational expenses for which a university teacher is obligated.

It was moved and seconded (Ryan, Anido) and carried that this Council authorize Professor Byrd and his Committee to prepare a brief for submission to the income tax authorities regarding deduct ibility of expenses in attending conferences, purchasing reference books, attending summer school and undertaking research, and making such other claims as may, in the opinion of the Committee, be legitimate.

It was moved and seconded (Brady, Howes) and carried that the Executive be authorized to seek the support of NCCUC as cosponsors of this brief.

Consideration of Case of Former United College Staff Members Still Without Teaching Posts

Acting on a motion of the June meeting, Council discussed the situation of former members of the United College staff who are still without teaching posts. It was moved and seconded (Ryan, Smith) and carried that this Council express the concern of the Canadian Association of University Teachers about the situation of former members of the staff of United College who have suffered in respect of their professional teaching careers as a result of having acted in accordance with the dictates of conscience in a matter of principle. And that this Council direct the Executive Committee (a) to communicate through the Canadian Universities Foundation and the National Conference of Canadian Universities and Colleges to the universities and colleges of Canada, and also (b) to communicate to the member associations of Canadian Association of University Teachers, the opinion of this Council that sympathetic and careful consideration should be given to making available to those persons suitable employment in the teaching profession in Canada.

#### Reports of Delegates to Other Bodies

(a) A Report from Professor Vallillee, who represented CAUT at WUSC National Assembly in Montreal in October 1959, was tabled. The President reported that CAUT representatives on WUSC

National Executive for 1959-60 would be Dr. John Hastings (Toronto) and Professor Goldie French (McMaster).

(b) A Report in the form of a letter to the Executive Secretary from Professor Mallory, on the establishment of the new Commonwealth Association of University Teachers, was tabled. The Chairman summarized the letter. Professor Montrose (Queen's University, Belfast), who is Convenor of the Organizing Committee, proposed to set up a sub-committee to draft a constitution, on which committee he suggested that Professor Carrothers sit as Canadian member.

It was moved and seconded (Carrothers, McCready) and carried that Canada formally nominate Professor Montrose as Chairman-Secretary of the new association.

A report from Professor Monroe (MacDonald College), acting as CAUT representative at the National Committee of the Canadian Conference on Education on 15 October 1959, was tabled.

It was moved and seconded (Torrens, Brady) and carried that our representatives to meetings of these other organizations be thanked for their reports, and that the reports be made available to the Editor of the *Bulletin*.

Application for Membership from University of Waterloo Faculty Association

The President reported the receipt of a formal application from the University of Waterloo Faculty Association, which was accompanied by copies of the constitution and by a payment of fees on account. Professor Stone explained that there were two faculty associations at the University, one (already a member of CAUT) in Waterloo University College and a second in Waterloo University which is composed of the faculties of engineering and science and which is a degree-granting institution in its own right.

It was moved and seconded (Stone, Torrens) and carried that the application for membership from the University of Waterloo Faculty Association be accepted.

Application for membership from St. Mary's University Faculty Association

The President reported that a formal application had been received from St. Mary's University Faculty Association and that the Executive Secretary had written to ask for the necessary supporting documents. It was moved and seconded (Aitchison, Maher) and carried that the application from St. Mary's University Faculty Association be accepted, subject to the receipt of the necessary documents.

Arrangements for the June meetings, 1960, at Kingston

The President reported that the dates allocated to CAUT at the Learned Societies meetings to be held next year in Kingston were 11th and 12th June. Professor Keppel-Jones formerly of South Africa and now at Queen's, has consented to address the annual meeting. It is expected that his subject will be some aspect of professional development in the Commonwealth. It is hoped to arrange an informal gathering after Professor Keppel-Jones' address.

#### **NEWS ITEMS**

#### University of Toronto Petition for Nuclear Disarmament

On December 14 a five-member delegation from the University of Toronto presented Prime Minister Diefenbaker with a petition urging the Canadian Government to press for the abolition of the testing and production of nuclear weapons, The petition, which had the support of the chancellor, the president, the heads of three of the four arts colleges, and the deans of Arts and of Applied Science, was signed by 630 members of the faculty and by 2545 students.

The idea of preparing the petition had occurred to several younger members of the staff and a graduate student some months earlier. They proceeded to form a larger and more representative committee and to obtain the moral support of some forty-four senior university officials and teaching staff who stood as sponsors

Great care was taken to draft the petition in a form that might obtain the widest assent, and copies were sent to the whole staff. An accompanying letter alluded to the appeals of contemporary statesmen for nuclear disarmament and went on to argue that "Such a radical change in thinking on the part of those in positions of power will not be achieved unless there is manifest a strong and vocal support from all sections of the community."

It would have been impossible to have found a wording to satisfy all members of such an independently minded community as that comprised by a university faculty. Nevertheless, it may be presumed that the large number of signatures was obtained because the petition gave the signers an opportunity as responsible members of the community at large to register their concern over a danger that threatens the survival of the human race.

#### Dismissals of Staff at Fort Hare University College South Africa\*

Eight members of staff at the University College of Fort Hare in the Cape Province of South Africa have been dismissed by the

<sup>\*</sup>Reprinted from "Science and Freedom", No. 13.

South African Government. Fort Hare, which was founded some forty years ago as an independent institution for the higher education of the African peoples, with finances provided mainly by the churches, is to become one of the new state-controlled colleges for the non-white peoples as from January 1st, 1960.

The dismissals were carried out by Mr. W. A. Maree, Minister of Bantu (i.e., non-white African) Education in the South African Government, under the authority given him by the 'Extension of University Education' Act of 1959, whereby the government is given power to establish and control the new colleges reserved for non-whites only, and non-white students are prohibited from entering the existing mixed-race universities. No reasons for the dismissals were given to the persons concerned, but the Minister has stated that he is not prepared 'to permit a penny of any funds of which I have control to be paid to any persons . . . who are known to be sabotaging the Government's policy of apartheid, which is what is going on in this instance.' (Cape Times Oct. 2nd, 1959). It is clear, therefore, that opposition to government policy will now be regarded as grounds for dismissal in these colleges and that the members of staff dismissed on this occasion are the first victims of the political control of university institutions for non-white peoples.

The names and posts of the dismissed members of staff, as reported in the press, are as follows: Sir Fulque Agnew, Registrar; Lady Agnew, Professor and Head of Department, Geography; T. V. R. Beard, Professor and Head of Department, Politics; L. Blackwell, Professor and Head of Department, Law; G. S. Israelstam, Lecturer in Botany; J. Hutton, Librarian; F. H. Rand, Professor and Head of Department, English; D. Williams, Professor and Head of Department, History.

All the dismissed persons are English-speaking (i.e., as opposed to Afrikaans which is predominantly the language of supporters of the Nationalist Government); only three have anti-government political affiliation (membership of the Liberal Party) but all are thought to be opposed to race segregation. It is noteworthy that a number of sensitive departments of the university (History, Law, Politics, the Library) where appointments of staff loyal to the government's race policy would be particularly important, from the point of view of a "correct" indoctrination of Africans, are concerned in these dismissals.

We hope to report in greater detail on the situation at Fort Hare in the next issue of the bulletin, but in the meantime we would suggest that any action that can be taken to help the dismissed members of staff to secure new employment, or to raise funds from which they (and others similarly placed) might be given temporary assistance while searching for such employment, would be a tangible demonstration of faith in academic freedom and in the standards that should govern the administration of a university. We shall be glad to receive views and suggestions on this matter and also reports of any action that has been taken.

#### THEORETICAL ELECTROMAGNETISM

By W. R. Myers, M.Sc., A.Inst.P., Lecturer in Physics, University of Southampton.

This book covers the requirements of an honours degree in physics. Experimental work is only included to support the theory and for a few examples. The vectorial treatment used is fully explained. Rationalized M.K.S. units are used throughout.

#### THEORY OF ELECTRICAL MACHINES

By W. S. Wood, B.Sc., Lecturer in Electrical Machinery, Royal College of Science and Technology, Glasgow.

A textbook for final year engineering students. Part I deals with general engineering principles including fundamental principles of design. Part II deals with the characteristics and methods of analysis of specific types of machines.

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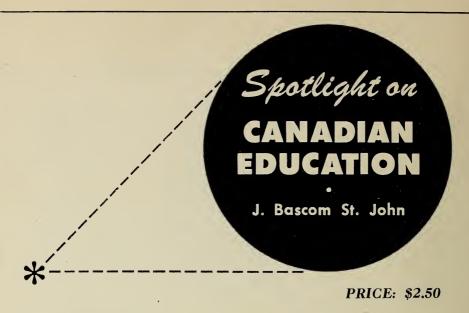
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